

Public School Partnerships

Help Yourself!

How to Use the Neighborhood Matching Fund to Build Community

Written by Therese Ogle
Revised by Laurie Dunlap

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Norman B. Rice, Mayor
Jim Diers, Director, Department of Neighborhoods

Laurie Dunlap, Series Editor
Claudia Denney, Graphic Design and Production
Helene Bourget, Graphic Production (1995)

Department of Neighborhoods
700 3rd Avenue
400 Arctic Building
Seattle, Washington 98104
(206) 684-0464

The Help Yourself! Series

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Public schools are more than buildings where we educate our children — they are valuable community resources. For past generations, a local school served as the hub of a neighborhood. But as our education system has become more professionalized and centralized, schools have become more distanced from local communities.

This booklet discusses ways that parents, students, teachers and neighborhoods can reclaim their public schools in vital and thriving community partnerships. Our state provides educational funds for the teaching of basic skills — additional enrichment programs are up to parents and communities.

We'll take a look at several projects that you may want to replicate in your own community. You can read about a large interactive community garden created at the Orca Alternative School. You can read about a smaller urban wildlife center built at the Greenlake Elementary School.

Then look at the Powerful Schools project in the Rainier Valley — a joint project of four schools, combining to provide a variety of programs for the community while empowering parents to create “state of the art schools for the future.” The Powerful Schools model may seem too much to tackle all at once. You may want to start out implementing just one of its projects and go from there.

On a smaller scale but of no less value to the community are two efforts underway in the Rainier Valley — similar in some ways to Powerful Schools' grassroots technology center and community schools program. You can read about an interactive computer learning center at Rainier Beach High School and an evening community schools program at Graham Hill.

Or review the chapter that briefly describes other project ideas — you may want to emulate established programs. Or you may want to create a completely unique project for your neighborhood.

Regardless of the end result, all school-community partnership projects have some common themes. Consider these before you launch your own effort.

Plan Ahead

You'll be dealing with large governmental systems, so all phases of your project will require approvals from some level of bureaucracy. Don't buy anything or make any commitments without careful

homework. As a first step, check in with the School District Facilities Department (298-7527). You'll fill out an application form for a "Self-Help Improvement Project." That form is the catalyst for most of the necessary approvals for a school project. (For instance, insurance will be an issue, and the application form finds its way to the Risk Management department. Ongoing service and maintenance also is often a factor, and service and maintenance personnel are also in on the review process.)

Principal's Support Is Essential

Your principal should be the lead liaison to the Facilities Department and should be a strong ally for your project. If the principal is opposed to the effort, your project is doomed. Involve other school staff and bring them along: their understanding and support is vital.

Gather Community Support

Remember that this is a partnership to strengthen both your schools and your neighborhood; it's not simply an educational program for your kids. The more people you involve in your project, the more resources and skills you'll identify to make the project succeed. An added benefit: Your community will become a more cohesive body, able to work together for additional enhancement programs in the future.

Keep Up Your Energy and Spirits!

Often community groups come face to face with frustrating obstacles. There may be unanticipated difficulties mid-way through the project. Active volunteers may fall off and leave their tasks untended. But without exception, everyone interviewed for this booklet believes that the benefits far outweigh the frustrations. They simply encourage people to understand from the outset that — like home remodeling — everything costs more and takes longer than originally anticipated!

Before you start out, remember that you have access to other sources of information. Ask the Department of Neighborhoods for sample application proposals and budgets from previous similar projects. Feel free to ask for names of people who have completed projects — most are willing to provide tips and advice. Finally, be sure to ask about special training workshops offered in your community. You're not in this alone — help is available.

Urban Neighborhood Garden Project

At Orca Alternative Elementary School, parents and teachers develop stimulating hands-on programs for students. Much of the curriculum makes connections with environmental studies.

In the 1990-91 school year, parents and community residents removed a huge section of asphalt on the school grounds and created an organic urban garden and nursery — for the benefit of students and neighbors alike.

The resulting garden project includes:

- * A raised cinder-block garden bed for each class.
- * Several raised beds for community use.
- * A 15 by 30 foot donated greenhouse.
- * A drip irrigation system.
- * A wildlife sanctuary area.
- * Nine donated adult trees.
- * Asphalt pathways covered with wood chips.

First Steps

For years, Orca teachers envisioned their students working and learning in a garden built on school property. The idea took shape when the school received a free greenhouse. The PTA learned about the Neighborhood Matching Fund and, with the Columbia City Neighborhood Association, applied for \$16,000.

The PTA created two committees, with several overlapping members — the Master Plan Committee and the Garden Committee.

The Master Plan Committee looked at the site, determined positioning of garden beds, explored resources, and invited professionals to speak and teach. They met with experts from the Cooperative Extension Service, the University of Washington Center for Urban Horticulture, the Arboretum, and the Seattle Department of Parks. After the Neighborhood Matching Fund award was approved, they hired a landscape architect to work with them in developing an appropriate design.

The Garden Committee, composed of a core of eight people, was responsible for the construction and longer-term use of the garden.

From the earliest planning stages, the principal was extremely supportive and handled the School District approval requirements. He completed the “Self-Help Improvement Project” application forms for the district’s Facilities Department. He also monitored the approval process through Risk Management, Grounds Supervisors, Operations, and final approval from the Maintenance Manager. During this process, members of the PTA committees went to the Facilities Department and gave a brief presentation about the project. The principal’s administrative support left the parents free to focus on garden planning and construction.

Project Underway

Committee members looked well beyond the school’s parent base, soliciting support from the larger community. They created a survey form that asked how individuals could help (with money or time or equipment) and how they could make use of the garden. They sent the survey home with students and distributed it door-to-door in a two-block radius around the school. The Columbia City Association described the project in its newsletter and asked for volunteers — each volunteer hour rated as a \$10 match for the Neighborhood Matching Fund award.

Committee members also arranged with local businesses for donations or discounts. They had to purchase most items with their own funds, since the City requires an invoice number before reimbursing for purchases. The group set up accounts with some businesses and wrote post-dated checks for others — the local businesses were understanding about this process.

Several items exceeded \$1,000 so a volunteer arranged for necessary bids on electrical, masonry, and fencing items. Fortunately, the committee included a parent who owned a contracting business and was knowledgeable about the bidding process.

The landscape architect donated half of her professional fees as part of the match requirement. Nevertheless, her fee exceeded \$1,000 and so required an open bidding process. Because the landscape architect had a working relationship with the PTA and was willing to make a significant professional donation, the PTA requested approval for a sole-source contract.

The Orca PTA was particularly lucky to have the Seattle Engineering Department as its Partners In Public Education (PIPE) partner for such a large project. The Engineers removed asphalt, moved full-grown trees to the garden, dug a pit for a composting toilet, brought truckloads of soil, and demonstrated machinery for the students.

Construction

During fall and winter, initial construction was underway. Some labor was volunteered and some was paid with donations and Neighborhood Matching Fund money. For example, the South Seattle Community College School of Masonry, as part of its class curriculum, donated labor for constructing the bins.

The construction process included:

- * Fencing
- * Asphalt removal with jackhammers
- * Cinderblock beds with a cedar capping
- * Storage shed
- * Greenhouse installation and wiring.

With initial construction and planning completed, the group was ready for a big weekend community work party. The committee solicited a Small and Simple award to cover expenses to make the two-day event an attractive public gathering. Committee members arranged donated desserts and food; they arranged musical entertainment. They expected 40 people to work over the weekend — and 200 arrived. The group also got help from City Light, the Department of Parks, private companies, and their Engineering Department PIPE partners. By the end of the weekend, the project was rich in donated volunteer hours, 300 cubic yards of soil had been moved, and the beds were filled with topsoil.

Match for the Neighborhood Matching Fund

- * Hundreds of volunteer hours from community members — volunteers identified by word of mouth, posting flyers, presentations to community groups (less successful), and articles in local community organizations' newsletters.

- * Supplies donated by businesses and individuals — including soil, tools, seeds, manure.

- * Professional services donated — For instance:

- ** Gardening curriculum expertise from the UW Center for Urban Horticulture.
 - ** Gardening teachers and assistants.
 - ** Irrigation installation — some work required payment but most was donated.
 - ** Project staff — a paid gardening curriculum and use coordinator who donated half her work hours to the project.

Project Components

- * Each of the nine classes has its own teaching bed with 30-inch walls. Teachers use the gardens in connection with their environmental and science curriculum.

- * Each class has a volunteer Master Gardener (trained by a project of the Washington State University Extension Service) who works with students in the garden. The Master Gardeners also meet with the community once a month at the public garden beds.

- * This year the school planted a Pizza Garden — each class grew something for a pizza, including wheat. Last year one class grew a Spaghetti Garden, with a base of spaghetti squash. Another class planted an elaborate bulb garden.

- * Students learn about winter gardening requirements. They grow cover crops that add nitrogen and prepare the land for spring planting.

- * Older students take vegetable and flower orders in the fall, plant the seedlings in the greenhouse, nurture them over the winter, and sell them in the spring. Future plans include using the greenhouse to sell plants as a yearly fund raiser.

* The PTA stays involved through the active Garden Committee, with one parent liaison to each class. They meet twice a month for garden work parties.

* The community works in the garden over the summer while school is closed.

* Several beds are designated for the community, with particular emphasis on neighbors from Southeast Asia. A Master Gardener is available to help these gardeners interact with the students' gardening projects.

* The project holds fall harvest and spring planting festivals each year.

* Orca's Artist in Residence coordinated a school art project to decorate the raised beds with tiles created by the students.

Future Plans and Improvements

The PTA is planning a second phase to the garden, called "A Gathering Place." It will include flexible seating for classes, theatre, and public events. Plans includes a trellis, interpretive signage, and a composting toilet donated by artist Buster Simpson.

PTA members will continue their community outreach and ensure that a group of neighbors takes responsibility for a designated class bed over the summer.

With help from the Seattle Food Garden Project, they'll continue encouraging the Southeast Asian gardeners to work more closely with the students.

Finally, the group plans to double the size of the community beds and encourage low-income residents to make use of the garden for growing vegetables.

Some Suggestions

* Keep in mind that the required bidding process may undercut your community organizing efforts to build relationships with businesses in your neighborhood. For example, Orca planners were working well with a local landscape designer who was willing to donate half her fee to the project. The committee made a special "sole source" contract request rather than lose the momentum of their work together.

* Examine your volunteer pool carefully for skills and expertise. Orca has in its pool a bidding expert who could arrange contracts with construction projects.

* Assign a variety of volunteers to take responsibility for project components. For instance, a member was designated to research insurance. The PTA paid a special "rider" to their policy for the construction phase. You'll want to check with the School District's Risk Management department regarding ongoing insurance. (This process is also supposed to kick in automatically as part of the Facilities "self-help" process.)

* Be aware that your project may present complications and take longer than you expect. Some of your plans may have to be adjusted or eliminated. At Orca, some parts of the original plan needed to be postponed: a scent garden for the blind, providing produce for a local food bank, and providing flowers for local institutions.

* There will be surprise benefits along the way! Through the Orca garden process, the PTA and community emerged as a cohesive, hard-working force. They lost some energy and momentum in the second year, and much of the work fell to a few volunteers. But in Year Three they're back as a vital force, working together on a new project.

Resources

Cooperative Extension Service

Smith Tower, 6th flr.
Seattle WA 98104
(206) 296-3900

This joint project of Washington State University and King County offers at least three programs of interest to community groups:

- (1) Seattle Food Garden Project. Offers gardening assistance to Seattle low-income families. The Orca Garden serves as one of eight "community demonstration" sites and focuses on work with the Southeast Asian community. For information, call Holly Kennell, 296-3900.
- (2) Master Gardeners. Provides trained community volunteers. At Orca, they worked with teachers and held community workshops. For information, call Mary Robson, 296-3900.
- (3) 4-H Program. Assists urban youth on many projects, including horticulture. For information, contact their satellite office at Central Area Youth Association (CAYA), 115 23rd Ave., or call 322-8813.

Center for Urban Horticulture
University of Washington
GF-15
Seattle WA 98195
(206) 685-8033

Excellent library and written resources, curriculum training, public workshops, speakers bureau.

Arboretum
University of Washington
XD-10
Seattle WA 98195
(206) 543-8800

Speakers bureau, teacher training, expertise particularly about ornamental trees and shrubs, student curriculum.

Wildlife Sanctuary

A group of Greenlake Elementary parents believed that a large, flat grassy area on school property was going to waste. It was slowly eroding and of no use to the school children or community. With the help of a parent who works as a landscape designer, they decided to turn the 6,000 square foot area into an urban wildlife sanctuary.

With the strong support of the school principal, staff, and PTA — and with a \$3,000 Small and Simple Projects Fund award from the Department of Neighborhoods — the area is now planted with native vegetation that attracts native birds. The sanctuary is designed to be self-sustaining and pesticide-free. Teachers incorporate it into the environmental studies curriculum. It provides a soothing, natural environment for the school and community.

The area now includes a large berm planted with bushes and berries, smaller berms to provide plantings above the natural swamp, more than 30 trees, flowers that bloom each spring, a pond area for water-loving plants, and a small grassy trail. A natural looking environment and a home for insects was achieved by placing several dead trees in an upright position. Several others were left lying on the ground, serving double-duty as seats for kids.

Making It Happen

This project is a great example of making a big impact for relatively little money.

* A small but active PTA committee planned the project and coordinated construction. One member, a qualified landscape architect, donated his professional design skills.

* Committee members also sought help from the Washington Department of Wildlife, which offers curriculum ideas and advice about native plants and wildlife in urban settings.

* The principal was a strong ally. The group sought the input of teachers and staff. A janitor was particularly interested, with tangible results: after the project was completed, he discovered buried sprinklers and arranged for their repair.

* The committee divided its tasks. One member took responsibility for the proposal process and approvals within the School District. Another member took responsibility for the project construction.

* Committee members circulated a survey to the community, asking for volunteer commitments to construct the project and to serve as Matching Fund match hours (\$10 per volunteer hour). They also asked for help from their PIPE partner, the Department of Housing and Urban Development, which provided many hours of labor.

* Several weekend work parties were held in the spring, with four-hour shifts for each volunteer.

* None of the construction items exceeded \$1,000 so no bidding process was required. Supplies included plants, plastic, lumber, topsoil, drain tile, and rental of a sod cutter. Committee members called around to locate lowest prices for designated plants. The landscape designer made use of his wholesale contacts to purchase a wide variety of native trees including fraser firs, alders, maples, hemlocks, and a bristlecone pine.

A Success!

Due to a rainy spring, the opening ceremony was postponed until the first day of school in the fall. The school was bustling with parents who participated in the welcoming celebration. Students scattered wildflower seeds. Speakers described the purpose of the wildlife center. It was named Olallie Native Garden (in the Chinook language, Olallie means a “place with many berries”).

“Olallie: It’s a local Native American word. In Chinook it means place with many berries.”
Molly Hashimoto, garden volunteer

Ongoing Work and Revisions

* The first summer, the native garden required volunteer watering by local parents. By the second year, the buried sprinkler system had been located and repaired, but a drought necessitated minimal watering. They hope to use the sprinkler system in the future.

* The PTA continues its support, each year designating a coordinator responsible for maintenance. Since the project is pesticide-free, the paths need weeding, particularly in the summer.

* The PTA coordinator keeps up-to-date with curriculum changes and Department of Wildlife flyers, and keeps in touch with teaching ideas.

* Weeding work parties are planned each fall and spring. Otherwise, the area is self-sustaining.

* Students planted wildflower seeds in small pots and later replanted them in the wildlife area. Teachers incorporate the area in their curriculum. Community members are eager to see the area’s evolution over time.

In Retrospect

The group turned over existing sod to create the base of the berms and covered them with “curbside recycling” compost soil. That soil introduced a variety of weeds that have choked out some selected plants

and have necessitated ongoing attention. Alternatives are limited since the group favors a pesticide-free environment.

The volunteer proposal-writer was surprised at the length of time necessary for the School District to process necessary approvals for the “Self Help Improvement” application. He ended up hand-carrying the materials through the halls of the administration offices.

On the plus side: One benefit of this project was the cohesion and sense of community that was built through the process. As a result, the PTA is now undertaking an ambitious playground construction project.

Resources

Washington Department of Wildlife
16018 Mill Creek Blvd.
Mill Creek WA 98012
(206) 775-1311

Through several projects, helps communities plan native wildlife areas. Send a postcard to ask for their valuable “Backyard Wildlife Sanctuary” packet of information. The Department also has cooperative grants and grants for schoolyard enhancement projects — for more information, call Margaret Tudor in Olympia, (206) 753-5700.

Queen Anne Urban Wildlife Habitat
John Hay Elementary PTA
Cathy Miller, (206) 282-3182

A school-based project using native Northwest plants to attract birds. Cathy Miller is a certified facilitator, trained at the Department of Wildlife, who helps with wildlife landscaping, teacher workshops, and curriculum development.

Greenlake Elementary PTA
* Larry Woolworth, (206) 523-7955

Larry is a professional landscape designer. As a parent and PTA member, he designed the urban wildlife center for the school and worked closely with the project. He can refer you to suppliers who specialize in native plants and keep up-to-date on wetlands regulations.

* Molly Hashimoto, (206) 632-1494

Molly is one of the parents who helped with the native garden design, construction, and maintenance.

Partners In Public Education (PIPE)
389-7274

Businesses and governmental agencies matched with public schools. Has supported a variety of school-based environmental projects, such as a drought-resistant garden at Denny Middle School.

Powerful Schools: A Model for Social Change

In spring 1989 a group of parents, business people, and principals from four public elementary schools in the Rainier Valley came together to talk about improving public education in their community. The area is one of the most racially and economically diverse in Seattle. More than 1,500 students are enrolled in the four schools, 70 percent of them students of color.

The concerned group discussed school reform ideas brewing across the country, ideas about involving communities in strengthening schools and empowering local residents. Gradually a plan emerged to create a powerful coalition in their community — a coalition of schools, parents, and community organizations that would work together to build state-of-the-art schools for the future.

Powerful Schools is built on the concept of cooperation, not competition for resources. It builds on the community's strengths and assets. The project was developed carefully, one step at a time, from the grassroots level up — not from the top down, through established agencies.

This section will look at the goals of Powerful Schools, discuss how they created the organization and expanded to include various projects along the way, and offer suggestions for how to replicate the program in your community.

Purpose and Goals

Powerful Schools' broad goals are to (1) improve student performance for all children, (2) strengthen neighborhoods through expanded use of school facilities, and (3) serve as a model to empower neighbors, parents, and students in creating world-class schools.

“Our vision is an ambitious one. It is a vision where all children in our schools do exceptionally well. It is a vision of schools as the hubs of a community that serve to strengthen whole families, not just individual students. And it is a vision of a model that not only succeeds in a difficult, inner-city urban community, but is replicated elsewhere.”

To achieve these goals, Powerful Schools is providing teacher cross-training, developing benchmarks to measure student performance, hiring parents to work in the schools, keeping the schools open at nights in an active “community schools” program, and now is initiating an ambitious grassroots computer technology program.

Year One — Laying the Groundwork

An initial advisory board applied for a \$19,000 planning project award. That allowed time for careful planning and for building a solid groundwork in the community, and funded a half-time coordinator. Advisory board members expanded the initial core group by speaking with people door-to-door, approaching neighborhood associations, and finding representation from school staff and parents. In these conversations, they gathered initial information about people's interest in a Powerful Schools organization.

Then they held a retreat (and hired a skilled facilitator) to develop a “needs assessment form” to find out their neighbors' opinions about priorities for the community. The survey, translated into several languages, was distributed door-to-door and sent home with students.

They also announced a community meeting to gather information. Hundreds of people attended to express their opinions. The purpose of the interviews, meetings, and surveys was to learn what strengths people had to offer the community, as well as the needs facing the neighborhoods. People wanted evening and weekend classes in the local schools, after-school day care and activities for children, safe neighborhoods, a sense of civic pride, and an opportunity to volunteer in their communities.

As a result of this initial information-gathering, they created the organization's first tangible project to respond to the community. They started a community schools program. The program offered several classes in each school, one night a week, in subjects such as Tai-Chi, Spanish, harmonica, and computers-for-children. Interest was phenomenal — in less than 18 months they created schools open each weeknight until 9:00, offering classes to the entire community, taught by local residents. (Teaching expertise and interest were identified through surveys.) By spring 1992, 35 classes were offered. A catalogue offers registration by mail. More than 800 residents have either taught or participated in one or more classes.

Year Two — The Pilot Project

With a year of base-building and information-gathering completed, the group successfully applied to the Neighborhood Matching Fund. Awarded \$63,000 for its pilot project, the group hired a full-time director and started to put the pieces in place.

The group established a format for its board of directors and continued to gain credibility in the community. The board consists of the principal and a staffperson from each of the four schools, two parents from each school, several representatives from neighborhood associations, and several at-large community members.

With the community schools project underway, the group tackled the community's second goal — to involve parents in improving the educational environment in the schools. The Board applied to The Bullitt Foundation. With the award of \$54,000, it hired 40 low-income parents of high-risk kids, at \$5 an hour, to work in all four schools. As a result, the behavior and attitudes of students improved, and parents gained confidence and esteem from participating.

Powerful Schools also gathers teachers from all four schools for “cross-training” sessions to share strengths and discuss ideas. The group explores what teachers perceive as barriers to quality education, and finds ways to address those problems. For example, teachers said they needed more training and preparation time so Powerful Schools raised \$20,000 to release teachers for certain trainings. At the same time, members were meeting with parents and getting their ideas through in-depth interviews. Both teachers and parents participate in improving the children's' education.

Next Steps

Powerful Schools is now identifying the most effective ways to measure students' abilities — particularly the ability to problem-solve and to work successfully in groups. Too often school achievement tests measure a student's ability to memorize rather than a student's ability to think.

The Powerful Schools program is also starting a “grassroots technology project.” The project will use the strengths of children who are becoming computer literate to help the key adults in their lives become computer literate as well. Computer training will be offered and computers will be made available for home use.

Formula for Success

In less than three years, Powerful Schools has made a significant impact in Rainier Valley. Looking at the project from its inception reveals many things that people in the group did right.

- * They had strong, unanimous support from the four school principals.
- * They involved the community from day one, throughout the planning process, and continue interviewing and soliciting opinions through surveys and public meetings.
- * They provide tangible ways for volunteers to become involved in the organization and to develop leadership skills: serving on the board, teaching at the community school, working in one of the four schools, serving as one of 40 Block Captains, distributing information and schedules.
- * They responded to community needs with specific programs. The community schools project, for example, was formed in response to survey results.
- * They ongoingly solicit input from teachers about their needs and ideas for improving education.
- * By listening and responding to community and school needs, they maintain their credibility.
- * They identify and emulate successful projects such as hiring low-income parents in the schools.
- * They carefully define goals for the year ahead, with regular board meetings and special retreats.
- * They receive rent-free office space in one of the schools, which keeps costs low and maintains visibility in the community.

* They demand commitment from organizational members, requiring both time and financial commitments (\$500 for PTAs, schools, and other groups; \$25 for individual charter members).

* They pay attention to public relations, generating media coverage and gaining public visibility.

* They conduct new visible events in the community, such as their annual “Night at The Rap” which showcases each of the four schools in an entertaining evening event and has raised as much as \$4,000.

We are the Powerful Schools and we’re here to say,
that tonight you’ll feel the Power in every way.
Parents, and students and teachers, Yo,
are the sources of the powersurge to make it flow.
The Powerful Schools Principal’s Rap

* As a result of their successes, their core operating budget has gone from \$19,000 (planning project award) to \$88,000, with an additional \$62,000 allocated for special projects. They have one full-time and one half-time paid staff person and a daily office volunteer. They keep costs low by relying on volunteers and on existing school and community agency staff.

* Their steadily increasing budget is carefully tended, with a diverse base of foundation grants, organizational dues, private contributions, and income from special events. They don’t rely on a single source such as the City or foundation grants.

Powerful Schools’ impact extends far beyond Rainier Valley as well. The group is developing a national reputation among groups working in community-based school reform efforts. Members are asked to speak at local and national professional associations about their work. Powerful Schools was recently awarded the prestigious “Golden Apple Award” for excellence in education, cosponsored by KCTS TV and the Citizens Education Center.

Where Do You Start?

(1) Find a nucleus of 10 to 12 parents, teachers, and principals who are interested in developing a similar program for your area. Arrange an initial meeting at someone’s home. Call Powerful Schools — someone from the board or staff will come and help in whatever way is needed.

(2) Call more meetings — you’ll need to define your interests, identify issues facing the community and the schools, think about your community’s strengths and assets, and brainstorm possible activities and approaches.

(3) Think about who else needs to be involved. Who are the key players in your community? Your organization will succeed if from the very beginning it is racially and economically diverse, including the skills of people from local businesses, neighborhood associations, active churches, school leaders, and concerned parents.

(4) Become not only an organization of individuals, but an “organization of organizations.” Look for individuals who represent constituencies and involve them early in the process.

(5) Find funds to support part-time staff to enable your group to initiate at least one project that will attract additional funding. Select a project based on initial neighborhood surveys and needs assessments then test out the initial project with the community. Powerful Schools kicked off their program with a small-scale “community schools” effort.

(6) With more credibility and a project in place, raise more funds and conduct a more in-depth community assessment: interview groups and individuals. Consistently look to your community. Surveys and outreach

efforts are empowerment tools in community organizing, and steadily build commitment to the organization.

(7) Interpret the information you solicit and respond to the community with the programs and projects it wants.

(8) Take the next steps to put larger programs in place — programs that are highly visible, with concrete, achievable results. (Powerful Schools developed a brochure describing itself and distributed 1,500 door-to-door and by mail to everyone who had answered a survey, together with community schools catalogues and flyers from the schools' principals.)

(9) Plan your second year budget in your first year. Develop a diverse funding base. Require both a financial and a time commitment from your leaders and from organizations identified with your group.

(10) Locate your office within a school — for both economic and political reasons.

(11) Get help! Powerful Schools representatives are eager for their program to be emulated. They know that each community will tackle its unique issues in unique ways. You can learn what worked for them, and they can help direct you to other successful efforts around the country.

Resources

Powerful Schools
Greg Tuke, Director
P.O. Box 28060
Seattle WA 98118
(206) 722-5543

Stan Hiserman
Founding board member
(206) 725-1223

Rainier Beach Learning Center

In 1989 a study of Seattle school dropouts, "Falling Through the Cracks," found that 90% of dropouts had not completely given up on graduating. They had general plans to continue their education in some way in the future. Yet most dropouts are simply unable to carry through on that intention.

In early 1990, two professionals who worked with school program development and youth crime prevention came up with an idea for a computerized Learning Center at Rainier Beach High School. They knew that learning centers have been used for more than 20 years with positive results — particularly with students who are bored by school, overage, need to go to school in the evenings, or have curriculum areas they simply cannot master.

The two women researched an effective learning center model in nearby Anacortes. They then joined with the South Seattle Crime Prevention Council and the school's Site Council to apply for a large Neighborhood Matching Fund award to make the high school learning center a reality.

Why a Learning Center?

A learning center is much more than a room filled with computers. Students register for a particular learning center class and are assigned for a particular period. Through their interactive study with specific curriculum programs, they receive credit for courses. At Rainier Beach, the double-classroom has 20 computer terminals and 31 online courses. A trained teacher (or proctor) staffs the center throughout the day.

The learning center is targeted to help:

- * Academically at-risk students.
- * Students needing to make up credit (particularly helpful for seniors who won't graduate without additional credits).
- * Bilingual students.
- * Students needing special tutoring.
- * Ex-students now working on a G.E.D.

"In a big school, it's easy to fall through the cracks."
Seattle drop-out from the class of 1989

The Rainier Beach learning center has plans for the future, to allow students from the nearby middle school to use the facility, and to encourage community residents to study there during evening hours.

Creating the Learning Center

The group quickly learned that it had taken on a very complicated, long-term, expensive project. Any group planning a similar project should be aware of potential pitfalls. Here are some suggestions.

(1) Principal Is Key. You must have the full support of your principal. Your principal must be willing to go to bat for the project throughout the various school district approval requirements. A project such as this has ramifications for procurement, construction, maintenance, insurance, and security.

(2) Teachers on Board. From the very beginning of your project planning, teachers must be included to understand fully the uses and implications of a learning center. The project's short- and long-term goals must be clear. Teachers will have to make adjustments with credit structure, grade allocation, and learning approaches. Some may even find the model threatening. But their wholehearted support is essential.

(3) Complicated Construction. Plan far ahead, since all stages are subject to myriad regulations. The School District is spending public money and must respond to certain requirements when dealing with purchases and contracts. The computers you plan to purchase may not be compatible with the School District's ongoing service agreement. The carpet and glue that were donated for the room may not meet District safety regulations. The construction and electrical wiring you plan may not be compatible with the Facilities Department's construction schedule, or the noise may require that it be done only over the summer.

In short: Don't purchase anything or plan anything without ahead of time investigating the necessary steps and regulations. Remember that your principal must be your lead ally in this process.

(4) Technical Expertise. Unless your group is blessed with a full range of professional expertise, you'll need to do some preliminary research, explore similar programs, and select a private computerized curriculum company to work with. (Several exist in the Seattle area.) Due to a recent \$25 million "technology" levy, more computers are now available in Seattle schools. Adding appropriate software in your school is one possible way to develop a learning center.

(5) Ongoing Expenses. Your award-funded initial stages can serve as the catalyst of the project, but eventually a learning center must become fully integrated into the school's budget. In the meantime, you'll need to cover expenses for retraining new staff, maintenance contracts for the computers, and software licenses.

Results

During the Learning Center's first year of operation, 200 students registered. Most were making up courses they had failed and 20% were strengthening basic academic skills. Future plans include leaving several computers available for drop-in students, opening the Center to middle school students, and providing evening hours for community residents. The word processing program and G.E.D. preparation course may be especially helpful for adults.

Resources

Dianna Finnerty

Executive Director, Youth Investment

(206) 684-7390

One of the lead planners for the Rainier Beach Learning Center. Can offer consultation about creating a learning center.

Sid Schaudies, Proctor

Bobbie Barnhardt, Principal

Rainier Beach Learning Center

(206) 281-6090

Ron Campbell

Teacher, Computer Learning Center

Anacortes High School

(206) 293-2166

Developed a model similar to Rainier Beach, but selected different software and curriculum programs.

Jay Franco

(206) 281-6664

Member of Powerful Schools and teacher. Helped establish the Grassroots Technology computer program.

Graham Hill Community School

Community schools are more than a public service. "Community schools reflect a philosophy," says Missy Armstrong — "a belief that public schools belong to the people and should be available to meet their needs."

"Community schools reflect a philosophy — a belief that public schools belong to the people and should be available to meet their needs."

Missy Armstrong, parent

An ideal community school model could include:

- * A paid coordinator who facilitates evening classes for adults.
- * Nutritional programs for seniors.
- * Latchkey and daycare services for kids.
- * A public garden for the neighborhood.
- * Wellness sessions for all ages.
- * Volunteer parents available to help out during school days.

This model has become a reality in many states — including Oregon. Portland has operated a successful community school program since 1977, at virtually no cost to the City. Public benefits reach far beyond the immediate school: studies show that areas with community schools are more likely to pass school bond levies and that they experience a reduction in crime.

Seattle's Powerful Schools project includes a coordinated community schools program, with classes available each night of the week at its four member schools. Seattle claims several other independent community schools projects, but most of them are struggling to survive.

Neighbors Meeting Neighbors

The Lakewood/Seward Park Community Club created a community schools project located at the Graham Hill local elementary school. The program is called "Neighbors Meeting Neighbors." It was created with the help of an initial award for a one-year planning project and a subsequent award for first-year implementation, through the Neighborhood Matching Fund.

A nonprofit community organization in their area had sponsored a public survey that identified local residents' three top priorities: education, recreation for families, and networking opportunities.

In response to that stated need, community school planners created an evening school program to provide a variety of educational classes, plus recreational programs such as aerobics and gymnastics. The Community Club and PTSA formed a committee to develop the application and the program. They reached out to the community through churches, synagogues, clubs, businesses, and local organizations.

The committee conducted three "mini-assessments" to determine the community's level of interest. The survey went to community club members, people involved in the synagogues, and participants of several large school gatherings. The surveys asked people what they would be willing to pay for classes, asked what topics they were interested in studying, and gathered information about potential teachers.

During the critical first-year planning phase, the program had the strong support of the school's principal. She helped facilitate the process through the multiple levels of School District bureaucracy and donated various forms of "match" such as office space and the use of photocopiers.

Off and Running

A hired coordinator conducted community outreach, arranged teaching and class schedules, and generally worked far more than her 40-paid-hours per week. She worked with a volunteer Advisory Board of 12 visionary parents and neighborhood residents.

The first spring session of classes in 1991 was a huge success, drawing about 300 participants. A scholarship program was established to allow people to take classes in return for contributing volunteer work hours to the program. Except for summer programs, subsequent sessions continued to attract more than 200 participants.

By the end of the first year, the program suffered a setback with news that the PTSA liability insurance could no longer cover "athletic" programs. The project transferred its various exercise and family sport programs to be under the auspices of the Seattle Department of Parks and Recreation — the activities, however, continued to take place at the Community School location.

The most significant problem was fund-raising to support the program after the second year. Foundations seem more likely to fund "collective" programs than individual efforts. There also seems to be a "critical mass" of a certain number of classes necessary to generate enough funds to cover teaching expenses plus the salary and benefits of a paid coordinator.

Some Suggestions

Planners had several comments about implementing a Community Schools program. Ideally, the concept of community school programs will take root throughout the School District. It will have the full support of local principals and the entire school system. It will be supported throughout Seattle as a shared vision.

A loose-knit community schools coalition does exist, but can be strengthened to serve an important joint role, fund-raising and coordinating, for the independent community schools. Funders seem more likely to support coordinated efforts.

Groups must raise funds at least one year ahead. Acknowledge that fund-raising is a difficult task. Advisory boards should solicit skilled fund-raisers to take on the project — ideally, as committed members of the planning committee.

State your case to decision-makers — influential players in the school district, local officials, and elected School Board members — and gather their support.

Resources

Graham Hill Community School
Missy Armstrong
(206) 725-3322

Offers a publications list of resources for community education programs.

Eastlake/TOPS (The Options Program at Seward) Community School Project
Carolyn Bonamy, (206) 720-4792
Strong community-based schools program.

Nathan Hale Community Night School
Frank Lynch, 365-0280
Has successfully coordinated a community school program in northeast Seattle since 1972.

Washington State Community Education Association
Center for Community Education
Washington State University
311 Hulbert Hall
Pullman WA 99164
For more information, call Jerry Newman, (509) 335-2800
Offers a packet of information about starting and implementing a community education program.

National Community Education Association
(703) 683-6232
National coordinating body for community schools. Provides a publications list of available information.

Portland Community Schools
501 N Dixon St.
Portland OR 97227
For more information, call Michael Addis, (503) 796-5123.
Provides a packet of information about its current programs and developmental history. The program is located within the Portland Park Bureau, with a staff liaison to the School District. Each of the 11 participating schools has a full-time paid coordinator.

Some Other Ideas

What's needed to improve your neighborhood?

This booklet presents a few projects that have been successfully implemented with the help of the Neighborhood Matching Fund. It may give you some ideas to apply to your own community. With a combination of creativity and imagination, discussions with local teachers and principals and parents, some

basic research, and some volunteer energy, your group can make a tremendous impact in your neighborhood. Here are a few other ideas.

Other Neighborhood Matching Fund Projects

These projects have been funded in Seattle by the Department of Neighborhoods. If you want to learn more, ask to review the proposal applications, or ask for names of project leaders.

- * Homework Center

A Homework Center was set up for students at Leschi Elementary, as an early intervention program for high-risk students.

- * Eastlake/TOPS (The Options Program at Seward) Community School Project

This project created a partnership to link several educational programs housed in a local school building.

- * Intergenerational and Outreach Program

This program involves senior citizens with school children through the Lawton Neighborhood SPICE (School Programs Involving Community Elders) program.

- * Neighborhood School Youth Program

This program creates professionally managed before- and after-school programs using school facilities and other community resources.

Other Project Ideas

These are other programs that have been discussed or attempted in Seattle. They might be successful in your community.

- * Parenting Skill Enrichment

Develop programs to enrich parenting skills for teenage parents in the schools.

- * Performance Hall or Multi-Use Building

Plan and construct a performance hall or multi-use building on school grounds, for both school and community use.

- * Saturday Morning Academy

Set up an after-school and Saturday morning academy to stress basic skills development for middle school students.

- * Renovated Building

Improve or renovate your school building to be more accessible to the community. The Neighborhood Matching Fund has been used to paint a landmark school building that was badly in need of repair, purchase a scoreboard so that athletic fields could be used by local teams, provide furniture and coffee machines for public meeting rooms in schools, install lighting to make a school building safe for evening use.

- * Sister-School Relationship

Form a sister-school relationship with another country. A Queen Anne elementary school designed an Asian Scholars Garden dedicated to their sister school in China.

Another City's Projects

The Chicago School District recently implemented significant community-based school reforms. Here are a few projects underway that you might want to replicate.

- * Algebra Project

The Algebra Project was designed and led nationally by Robert Moses, to ready inner-city middle graders for college. Initiated by two community groups; now working in 19 schools. For more information, call Cleeta Ryals, The Algebra Project, (312) 427-8999.

* UNO of Chicago

This a community organization in the Latino community which built relationships among six schools in the Mexican immigrant community. The schools conduct many activities together, including a Saturday school for kids whose parents are taking naturalization classes. For more information, call Danny Solis, UNO President, (312) 441-1300.

* Orr High School Network

With its elementary “feeder schools,” the Orr High School Network developed a strong partnership with Continental Bank. Their relationship goes well beyond an “adopt-a-school” model. For more information, call Nancy Brandt, Continental Bank, (312) 974-5193.

* Heffernan School

This all African-American school is in a very-low-income neighborhood. Parents on the local site council made connections with a local hospital and construction company. Together they constructed a state-of-the-art science lab and curriculum for students. For more information, call Pat Harvey, principal, (312) 534-6192.

The Sky’s the Limit!

Brainstorm other ideas. Base your ideas on the skills and interests of people in your community. Base your ideas on the needs of your local schools.

* Libraries

Contact your local Young Adult or Children’s librarian in your public library to discuss possible joint programs in the schools. They’re eager to help match up curriculum projects, homework assistance, reading and tutoring programs, health education, and training in new technologies. You may be able to start programs connecting schools with libraries through computer networks. Libraries can be great public sources for developing multi-cultural programs for both schools and communities.

* Health Centers

Many public health programs are focused on public housing communities, yet school age students are especially in need of health information and programs.

* Books for Kids

Many children grow up in homes without books. A project through the schools and community groups could provide books and reading programs to preschool kids via the older brothers and sisters in schools.

* Preschool Learning Programs

Think about ways to connect with community and preschool programs to give very young children increased educational opportunities.

* Intergenerational Programs

Approach senior centers, nursing homes, or SPICE (School Programs Involving Community Elders) programs in your community to make connections between children and older people. Establish tutoring and reading programs.

* Peer Tutoring

Set up a tutoring or mentoring program between your local high school and the younger middle or elementary students.

* Career Programs

Help middle and high school students think about their futures, with field trips and guest speakers offering career options. Provide mentors and role models to open up possibilities.

*** Community Centers**

Explore ways to make the most of these vital centers of family life in your community.

*** Closed Buildings**

Organize support to refurbish a local abandoned school building to house a variety of community programs.

*** Art Programs**

Many schools have “artists in residence” who serve as a catalyst for public art projects between schools and communities, resulting in public murals, tile projects, dance festivals, multi-cultural events.

*** Volunteer Opportunities**

Set up a community volunteer program for students. Students can learn the benefits of public service through volunteering for local food programs, daycare centers, reading programs for the blind, homeless shelters, and hospitals.

*** Cultural Diversity Partnering**

Team up with another Seattle school, one that “looks different than” than yours, for joint recreation and learning opportunities.

*** Environmental Projects**

Many government agencies and nonprofit organizations are eager to help students learn about protecting the earth. Students can “adopt” local streams or parks. Review the Environmental Projects booklet in the Help Yourself! series.

General Resources

Fund-raising Assistance

Training Workshops, Department of Neighborhoods

(206) 684-0464

Held in several communities each year, these workshops help you develop your fund-raising skills to raise the required match for the Neighborhood Matching Fund.

Pacific Northwest Grantmakers Forum

(206) 624-9899

A directory that describes the funding guidelines of this professional association’s member organizations. Included are private foundations and corporate contributions programs serving the Pacific Northwest. \$20. (A copy is available at the Department of Neighborhoods.)

Powerful Schools Community Schools

(206) 722-5543

Evening classes on grassroots fund-raising are often provided for a small fee, taught by professional fund-raisers.

Grassroots Fundraising Journal

P.O. Box 11607

Berkeley CA 94701

A practical how-to journal. \$20/year for six issues.

Fundraising for Social Change

by Kim Klein
Chardon Press
P.O. Box 101
Inverness CA 94937

One of the best single resources available, addressing a wide range of fund-raising strategies and approaches. \$20.

Charitable Trust Directory
Office of the Attorney General
Highways/Licenses Building
Olympia WA 98504

Lists and describes hundreds of private and family foundations registered in Washington. Many of these funding sources are not listed elsewhere. \$8.

Local Nonprofit Organizations

Touchstones
6721 51st Ave. S
Seattle WA 98118
(206) 721-0867

Community-centered program for at-risk elementary school kids and their families. Coordinates efforts of social service providers.

Success by Six
1001 4th Ave., #3010
Seattle WA 98154
(206) 461-8466

Collaboration of United Way and Boeing to help preschool age children.

Cities in Schools
1001 4th Ave., #3010
Seattle WA 98154
(206) 461-8313

Coordinates delivery of social services in school settings. Variety of other educational programs.

Youth Investment
2001 Western Ave.
Marketplace One, Ste. 250
Seattle WA 98101
(206) 684-7390

Working to develop a well-trained future work force. Summer programs, part-time job program, enhancing classroom technology.

Citizens Education Center
310 1st Ave. S, Ste. 330
Seattle WA 98104
(206) 624-9955

Improve "citizen participation in education," catalyst for public policy. Parent Leadership Training helps parents become advocates for their schools.

Parents for Student Success
P.O. Box 28787
Seattle WA 98118
(206) 722-8743

Grassroots project centered in African American community — parent advocacy, encouraging parent participation in schools.

Books for Kids
(206) 461-8345

Provides new books for low-income children. Focuses on children from birth to age nine.

Partners in Public Education
600 University St., Suite 1200
Seattle WA 98101
(206) 389-7274

Matches businesses and agencies with public schools. Employees provide expertise and assistance as needed.

Washington Alliance Concerned with School-Age Parents
2366 Eastlake Ave. E, Ste. 408
Seattle WA 98102
(206) 323-3926
Coordinates services for pregnant teens and parenting teens.

Children's Alliance
172 20th Ave.
Seattle WA 98122
(206) 324-0340

Coalition of wide range of children's service organizations throughout Washington. Presses legislature to address children's needs.

Articles

"A Primer for a School's Participation in the Development of Its Local Community"
Chicago Innovations Forum
Center for Urban Affairs and Policy Research
Northwestern University
2040 Sheridan Rd.
Evanston IL 60208

Twelve-page booklet discussing ways that schools can serve as public resources in partnership with communities. Describes 31 projects as concrete examples. Copy available at Department of Neighborhoods.

Reader's Guide directories

Various subject headings (start with Education or Public Schools) will direct you to related articles in periodicals. Key educational journals include Phi Delta Kappan and Education Digest — both are available on back shelves at the downtown Seattle Public Library, in the second-floor publications department.

Examples:

* "Beyond Parents: Family, Community and School Involvement", Phi Delta Kappan, September 1992, pp. 72-80.

* "Community Organizations as Family: Endeavors That Engage and Support Adolescents," Phi Delta Kappan, April 1991, pp. 623-27.

* "How Do We Improve Programs for Parent Involvement?," Educational Horizons, January 1988, pp. 58-59.

* "A Tale of Two Schools," The Nation, September 21, 1992, pp. 282-292.

Public School Partnerships
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The Help Yourself! Series

Help Yourself!

Think of Seattle as a group of people around a big kitchen table. They have come together to cook dinner. There are many different kinds of ingredients and tools on the table. That is a good thing because the people around the table are all different too — different backgrounds, different styles, different skills, different tastes.

The people at the table know best what it is that they want to end up on their plates. So, then, a reasonable way to begin the meal preparation is, as you might begin the meal itself, by saying “Please— Help yourself!”

The Help Yourself! series is intended to get you thinking about what it is that your neighborhood needs and wants. And it is intended to suggest some ways in which you can make those things happen in your neighborhood.

The Neighborhood Matching Fund

Since 1989, the Neighborhood Matching Fund has been an important tool for community groups working to turn their visions into reality. The Fund provides a cash match to community contributions of volunteer time, professional services, materials, or cash in support of neighborhood-based self-help projects.

The Neighborhood Matching Fund has two parts. (1) The Small and Simple Projects Fund awards up to \$5,000 to projects that can be completed within six months of the award. You can apply for a Small and Simple award throughout the year: application deadlines come every two months. (2) The Semi-Annual Cycle, for larger projects that take up to a year to complete, has its deadline each spring and autumn. The Department of Neighborhoods can help you in shaping your project and in applying to the Neighborhood Matching Fund. Here are some of its resources.

Matching Fund Handbook. An informational handbook with guidelines and criteria is updated yearly.

Staff Consultation. Department staff are glad to talk to you and your group about your proposed project.

Workshops. Each year in the months preceding the Semi-Annual Cycle application deadline, workshops are offered on putting together a project and on the application process.

Discussion Series. An evening discussion series several times a year features neighborhood activists speaking about various aspects of their projects.

Telecommunications Course. An hour-long live broadcast on the Neighborhood Matching Fund application process was taped and is available.

Needs Assessment. The booklet “Needs Assessment: A Workbook for Seattle Neighborhoods” can help you identify potential projects by assessing your neighborhood’s needs.

The Neighborhood Matching Fund Video. This 10-minute video covers the basics of applying. Copies are available for use at your meeting or for home viewing.

The Help Yourself! Series. These booklets are organized by project type and offer information to help you do your own project.

For more information about any of these resources, call the Department of Neighborhoods at (206) 684-0464.

What’s in Help Yourself!

The Help Yourself! booklets feature projects that have been done using the Neighborhood Matching Fund. Each booklet profiles several projects, describing what they did and just how they went about doing it. Each project has its unique circumstances and its unique style of leadership and community involvement. Yet each project offers valuable lessons that can be applied elsewhere.

The booklets present other neighborhood-based self-help projects as well, sponsored by the Neighborhood Matching Fund and by other funders. The people who live and work in a community are the ones who know best what their community needs. But these projects may spark some ideas that you can apply to your own neighborhood.

Finally, the booklets list resources to help you conceive, plan, organize, fund, and otherwise implement your own project. The most important of these resources are the neighborhood people who have done their own projects. They can tell you more about their projects and point you to the information, persons, and agencies that helped them. And they may be able to steer you clear of some wrong steps that they took. In many cases, these people didn’t have a very clear idea of how to make their projects happen when they first began. But they did begin. That first step may be the biggest step of all.

Topics

The booklets discuss some common kinds of projects completed through the Neighborhood Matching Fund:

- “Celebrating Cultural Heritage”
- “Children’s Play Areas”
- “Environmental Projects”
- “Neighborhood Organizing”
- “Public Art Projects”
- “Public School Partnerships”

The booklets are as different as their topics but all offer practical how-to information, resources, and suggestions for where else to go for even more resources.

We hope that the booklets may also inspire you. The real inspiration, though, comes from talking to people who have worked and, often, are continuing to work on neighborhood projects. Some have begun new phases to their original projects and some have moved on to new projects.

Making a difference in your neighborhood is the greatest inspiration of all. It is exciting to see what you do make a difference.

If you want ideas on making a difference in your business district, you can request a copy of the “Guide to Improvement Projects for Seattle Business Districts” from the Neighborhood Business Council, 1904 3rd Ave., Ste. 1007, Seattle WA 98121, (206) 467-9603.

Where the Series Came From

In 1991 Harvard’s Kennedy School of Government and the Ford Foundation chose the Neighborhood Matching Fund as one of this country’s 10 most innovative programs in state and local government. The Innovations Award brought with it national recognition for the thousands of people who have helped make Seattle’s Neighborhood Matching Fund a success. The award also brought with it \$100,000. That money was earmarked to be used to expand the program and promote its replication in other places. A portion of the award was used to produce the Help Yourself! series of booklets.

Special thanks are due to Mayor Norman B. Rice for his support of City-neighborhood partnerships and to Councilmember Jim Street, one of the early architects of the Neighborhood Matching Fund.

Thanks also to all those who are featured in these booklets: they patiently and enthusiastically gave their time to talk to the writers and generously agreed to be listed as contact persons.

Conclusion

To use again the image of people coming together around a kitchen table: There is enough on the table to feed everyone.

The Neighborhood Matching Fund and other sources can provide your group with financial support, technical assistance, and encouragement.

Other neighborhood-based organizations have had the people, the passion, the sweat equity, the inspiration, and the stick-to-itiveness to make their projects happen.

Yours can too.

Public School Partnerships — An Introduction

Public schools are more than buildings where we educate our children — they are valuable community resources. For past generations, a local school served as the hub of a neighborhood. But as our education system has become more professionalized and centralized, schools have become more distanced from local communities.

This booklet discusses ways that parents, students, teachers, and neighborhoods can reclaim their public schools in vital and thriving community partnerships. Our state provides educational funds for the teaching of basic skills — additional enrichment programs are up to parents and communities.

We’ll take a look at several projects that you may want to replicate in your own community. You can read about a large interactive community garden created at the Orca Alternative School. You can read about a smaller urban wildlife center built at the Greenlake Elementary School. You can read about a program of intergenerational projects at Colman Elementary School.

Then look at the Powerful Schools project in the Rainier Valley — a joint project of four schools, combining to provide a variety of programs for the community while empowering parents to create “state-of-the-art schools for the future.” The Powerful Schools model may seem too much to tackle all at once. You may want to start out implementing just one of its projects and go from there.

With the update nearly three years after this booklet was written, we have added a progress report on Powerful Schools and another section on the next generation — that is, the first full-scale replication of Powerful Schools: a coalition called Sound Schools.

Or review the section that briefly describes other project ideas — you may want to emulate established programs. Or you may want to create a completely unique project for your neighborhood.

Regardless of the end result, all school-community partnership projects have some common themes. Consider these before you launch your own effort.

Plan Ahead

You'll be dealing with large governmental systems, so all phases of your project will require approvals from some level of bureaucracy. Don't buy anything or make any commitments without careful homework. As a first step, check in with the Seattle School District Facilities Department (298-7637). You'll fill out an application form for a "Self-Help Improvement Project." That form is the catalyst for most of the necessary approvals for a school project. (For instance, insurance will be an issue, and the application form finds its way to the Risk Management department. Ongoing service and maintenance also is often a factor, and service and maintenance personnel also are in on the review process.)

Principal's Support Is Essential

Your principal should be the lead liaison to the Facilities Department and should be a strong ally for your project. If the principal is opposed to the effort, your project is doomed. Involve other school staff and bring them along: their understanding and support is vital.

Gather Community Support

Remember that this is a partnership to strengthen both your schools and your neighborhood; it's not simply an educational program for your kids. The more people you involve in your project, the more resources and skills you'll identify to make the project succeed. An added benefit: Your community will become a more cohesive body, able to work together for additional enhancement programs in the future.

Keep Up Your Energy and Spirits!

Often community groups come face to face with frustrating obstacles. There may be unanticipated difficulties midway through the project. Active volunteers may fall off and leave their tasks untended. But without exception, everyone interviewed for this booklet believes that the benefits far outweigh the frustrations. They simply encourage people to understand from the outset that — like home remodeling — everything costs more and takes longer than originally anticipated!

Before you start out, remember that you have access to other sources of information. Talk to the Department of Neighborhoods about previous similar projects. Feel free to ask for names of groups who have completed projects — most are willing to provide tips and advice. Finally, be sure to ask about special training workshops offered in your community. You're not in this alone — help is available.

Urban Neighborhood Garden Project

At Orca Alternative Elementary School, parents and teachers develop stimulating hands-on programs for students. Much of the curriculum makes connections with environmental studies.

ORCA logo
etc/paste here (p.4 prev.)

In the 1990-91 school year, parents and community residents removed a huge section of asphalt on the school grounds and created an organic urban garden and nursery — for the benefit of students and neighbors alike.

The resulting garden project includes:

- A raised cinder-block garden bed for each class.
- Several raised beds for community use.
- A 15-by-30-foot donated greenhouse.
- A drip irrigation system.
- A wildlife sanctuary area.
- Nine donated adult trees.
- Asphalt pathways covered with wood chips.

First Steps

For years, Orca teachers envisioned their students working and learning in a garden built on school property. The idea took shape when the school received a free greenhouse. The PTA learned about the Neighborhood Matching Fund and, with the Columbia City Neighborhood Association, applied for \$16,000.

The PTA created two committees — the Master Plan Committee and the Garden Committee — with several overlapping members.

The Master Plan Committee looked at the site, determined positioning of garden beds, explored resources, and invited professionals to speak and teach. They met with experts from the Cooperative Extension Service, the University of Washington Center for Urban Horticulture, the Arboretum, and the Seattle Department of Parks and Recreation. After the Neighborhood Matching Fund award was approved, they hired a landscape architect to work with them in developing an appropriate design.

The Garden Committee, composed of a core of eight people, was responsible for the construction and longer-term use of the garden.

From the earliest planning stages, the principal was extremely supportive and handled the School District approval requirements. He completed the “Self-Help Improvement Project” application forms for the district’s Facilities Department. He also monitored the approval process through Risk Management, Grounds Supervisors, Operations, and final approval from the Maintenance Manager. During this process, members of the PTA committees went to the Facilities Department and gave a brief presentation about the

project. The principal's administrative support left the parents free to focus on garden planning and construction.

Project Underway

Committee members looked well beyond the school's parent base, soliciting support from the larger community. They created a survey form that asked how individuals could help (with money or time or equipment) and how they could make use of the garden. They sent the survey home with students and distributed it door-to-door in a two-block radius around the school. The Columbia City Association described the project in its newsletter and asked for volunteers — each volunteer hour rated as a \$10 match for the Neighborhood Matching Fund award.

Committee members also arranged with local businesses for donations or discounts. They had to purchase most items with their own funds, since the City requires an invoice number before reimbursing for purchases. The group set up accounts with some businesses and wrote post-dated checks for others — the local businesses were understanding about this process.

Several items exceeded \$1,000 so a volunteer arranged for necessary bids on electrical, masonry, and fencing items. Fortunately, the committee included a parent who owned a contracting business and was knowledgeable about the bidding process.

The landscape architect donated half of her professional fees as part of the match requirement. Nevertheless, her fee exceeded \$1,000 and so required an open bidding process. Because the landscape architect had a working relationship with the PTA and was willing to make a significant professional donation, the PTA requested approval for a sole-source contract.

The Orca PTA was particularly lucky to have the Seattle Engineering Department as its Partners In Public Education (PIPE) partner for such a large project. Engineering Department staff removed asphalt, moved full-grown trees to the garden, dug a pit for a composting toilet, brought truckloads of soil, and demonstrated machinery for the students.

Construction

During fall and winter, initial construction was underway. Some labor was volunteered and some was paid with donations and Neighborhood Matching Fund money. For example, the South Seattle Community College School of Masonry, as part of its class curriculum, donated labor for constructing the bins.

The construction project included:

- Fencing
- Asphalt removal with jackhammers
- Cinderblock beds with a cedar capping
- Storage shed
- Greenhouse installation and wiring.

With initial construction and planning completed, the group was ready for a big weekend community work party. The committee applied for and received a Small and Simple Projects award to cover expenses to make the two-day event an attractive public gathering. Committee members arranged donated desserts and food; they arranged musical entertainment. They expected 40 people to work over the weekend — and 200 arrived. The group also got help from City Light, the Department of Parks and Recreation, private companies, and their Engineering Department PIPE partners. By the end of the weekend, the project was rich in donated volunteer hours, 300 cubic yards of soil had been moved, and the beds were filled with topsoil.

Match for the Neighborhood Matching Fund

Hundreds of volunteer hours from community members — volunteers identified by word of mouth, posting flyers, presentations to community groups (less successful), and articles in local community organizations' newsletters.

Supplies donated by businesses and individuals — including soil, tools, seeds, manure.

Professional services donated — for instance:

Gardening curriculum expertise from the UW Center for Urban Horticulture.

Gardening teachers and assistants.

Irrigation installation — some work required payment but most was donated.

Project staff — a paid gardening curriculum and use coordinator who donated half her work hours to the project.

Project Components

Each of the nine classes has its own teaching bed with 30-inch walls. Teachers use the gardens in connection with their environmental and science curriculum.

Each class has a volunteer Master Gardener (trained by a program of the Washington State University-related Cooperative Extension Service) who works with students in the garden. The Master Gardeners also meet with the community once a month at the public garden beds.

One year the school planted a “pizza garden” — each class grew something for a pizza, including wheat. The year before, one class grew a “spaghetti garden,” with a base of spaghetti squash. Another class planted an elaborate bulb garden.

Students learn about winter gardening requirements. They grow cover crops that add nitrogen and prepare the land for spring planting.

Older students take vegetable and flower orders in the fall, plant the seedlings in the greenhouse, nurture them over the winter, and sell them in the spring. Future plans include using the greenhouse to sell plants as a yearly fundraiser.

The PTA stays involved through the active Garden Committee, with one parent liaison to each class. They meet twice a month for garden work parties.

The community works in the garden over the summer while school is closed.

Several beds are designated for the community, with particular emphasis on neighbors from Southeast Asia. A Master Gardener is available to help these gardeners interact with the students' gardening projects.

The project holds fall harvest and spring planting festivals each year.

Orca's Artist in Residence coordinated a school art project to decorate the raised beds with tiles created by the students.

Future Plans and Improvements

The PTA is planning a second phase to the garden, called “A Gathering Place.” It will include flexible seating for classes, theatre, and public events. Plans include a trellis, interpretive signage, and a composting toilet donated by artist Buster Simpson.

PTA members will continue their community outreach and ensure that a group of neighbors takes responsibility for a designated class bed over the summer.

With help from the Seattle Food Garden Project, they'll continue encouraging the Southeast Asian gardeners to work more closely with the students.

Finally, the group plans to double the size of the community beds and encourage low-income residents to make use of the garden for growing vegetables.

Some Suggestions

Keep in mind that the required bidding process may undercut your community organizing efforts to build relationships with businesses in your neighborhood. For example, Orca planners were working well with a local landscape designer who was willing to donate half her fee to the project. The committee made a special "sole source" contract request rather than lose the momentum of their work together.

Examine your volunteer pool carefully for skills and expertise. Orca had in its pool a bidding expert who could arrange contracts with construction projects.

Assign a variety of volunteers to take responsibility for project components. For instance, a member was designated to research insurance. The PTA paid a special "rider" to their policy for the construction phase. You'll want to check with the School District's Risk Management department regarding ongoing insurance. (This process is also supposed to kick in automatically as part of the Facilities "self-help" process.)

Be aware that your project may present complications and take longer than you expect. Some of your plans may have to be adjusted or eliminated. At Orca, some parts of the original plan needed to be postponed: a scent garden for the blind, providing produce for a local food bank, and providing flowers for local institutions.

There will be surprise benefits along the way! Through the Orca garden process, the PTA and community emerged as a cohesive, hard-working force. They lost some energy and momentum in the second year, and much of the work fell to a few volunteers. But in Year Three they're back as a vital force, working together on a new project.

Resources

Cooperative Extension Service

Smith Tower, 6th flr.
Seattle WA 98104
(206) 296-3900

This joint project of Washington State University and King County offers at least three programs of interest to community groups:

Seattle Food Garden Project. Offers gardening assistance to Seattle low-income families. The Orca garden serves as one of eight "community demonstration" sites and focuses on work with the Southeast Asian community. For information, call *Holly Kennell*, (206) 296-3900.

Master Gardeners. Provides trained community volunteers. At Orca, they worked with teachers and held community workshops. For information, call *Mary Robson*, (206) 296-3900.

4-H Program. Assists urban youth on many projects, including horticulture. For information, contact their satellite office at Central Area Youth Association (CAYA), 115 23rd Ave., or call (206) 322-8813.

Center for Urban Horticulture

University of Washington
Box 354115-4115

3501 NE 41st Ave.
Seattle WA 98105
(206) 685-8033 or 543-8616
(206) 543-0415 (library)
Excellent library and written resources, curriculum training, public workshops, speakers bureau.

Arboretum

University of Washington
2300 Arboretum Dr. E
Seattle WA 98112
(206) 543-8800
Speakers bureau, teacher training, expertise particularly about ornamental trees and shrubs, student curriculum.

Wildlife Sanctuary

A group of Greenlake Elementary parents believed that a large, flat grassy area on school property was going to waste. It was slowly eroding and of no use to the school children or community. With the help of a parent who works as a landscape designer, they decided to turn the 6,000-square-foot area into an urban wildlife sanctuary.

With the strong support of the school principal, staff, and PTA — and with a \$3,000 Small and Simple Projects Fund award from the Department of Neighborhoods — the area is now planted with native vegetation that attracts native birds. The sanctuary is designed to be self-sustaining and pesticide-free. Teachers incorporate it into the environmental studies curriculum. It provides a soothing, natural environment for the school and community.

The area now includes a large berm planted with bushes and berries, smaller berms to provide plantings above the natural swamp, more than 30 trees, flowers that bloom each spring, a pond area for water-loving plants, and a small grassy trail. A natural looking environment and a home for insects was achieved by placing several dead trees in an upright position. Several others were left lying on the ground, serving double duty as seats for the kids.

Making It Happen

This project is a great example of making a big impact for relatively little money.

A small but active PTA committee planned the project and coordinated construction. One member, a qualified landscape architect, donated his professional design skills.

Committee members also sought help from the Washington Department of Fish and Wildlife, which offers curriculum ideas and advice about native plants and wildlife in urban settings.

The principal was a strong ally. The group sought the input of teachers and staff. A janitor was particularly interested, with tangible results: after the project was completed, he discovered buried sprinklers and arranged for their repair.

The committee divided its tasks. One member took responsibility for the proposal process and approvals within the School District. Another member took responsibility for the project construction.

Committee members circulated a survey to the community, asking for volunteer commitments to construct the project and to serve as Neighborhood Matching Fund match hours (\$10 per volunteer hour). They also asked for help from their PIPE partner, the U.S. Department of Housing and Urban Development, which provided many hours of labor.

Several weekend work parties were held in the spring, with four-hour shifts for each volunteer.

None of the construction items exceeded \$1,000 so no bidding process was required. Supplies included plants, plastic, lumber, topsoil, drain tile, and rental of a sod cutter. Committee members called around to locate lowest prices for designated plants. The landscape designer made use of his wholesale contacts to purchase a wide variety of native trees including fraser firs, alders, maples, hemlocks, and a bristlecone pine.

A Success!

Due to a rainy spring, the opening ceremony was postponed until the first day of school in the fall. The school was bustling with parents who participated in the welcoming celebration. Students scattered wildflower seeds. Speakers described the purpose of the wildlife center. It was named Olallie Native Garden (in the Chinook language, Olallie means a place with many berries).

Ongoing Work and Revisions

The first summer, the native garden required volunteer watering by local parents. By the second year, the buried sprinkler system had been located and repaired, but a drought necessitated minimal watering. They hope to use the sprinkler system in the future.

The PTA continues its support, each year designating a coordinator who is responsible for maintenance. Since the project is pesticide-free, the paths need weeding, particularly in the summer.

The PTA coordinator keeps up-to-date with curriculum changes and Department of Fish and Wildlife flyers, and keeps in touch with teaching ideas.

Weeding work parties are planned each fall and spring. Otherwise, the area is self-sustaining.

Students planted wildflower seeds in small pots and later replanted them in the wildlife area. Teachers incorporate the area in their curriculum. Community members are eager to see the area's evolution over time.

In Retrospect

The group turned over existing sod to create the base of the berms and covered them with "curbside recycling" compost soil. That soil introduced a variety of weeds that have choked out some selected plants and have necessitated ongoing attention. Alternatives are limited since the group favors a pesticide-free environment.

The volunteer proposal-writer was surprised at the length of time necessary for the School District to process necessary approvals for the "Self-Help Improvement" application. He ended up hand-carrying the materials through the halls of the administration offices.

On the plus side: One benefit of this project was the cohesion and sense of community that was built through the process. As a result, the PTA undertook an ambitious playground construction project.

Resources

Washington Fish and Wildlife Department

16018 Mill Creek Blvd.
Mill Creek WA 98012
(206) 775-1311

Helps communities plan native wildlife areas by means of several projects. Send a postcard to request its valuable "Backyard Wildlife Sanctuary" packet of information. The Department also has cooperative grants and grants for schoolyard enhancement projects — for more information, call *Margaret Tudor* in Olympia, (360) 902-2808.

Queen Anne Urban Wildlife Habitat

John Hay Elementary PTA

Cathy Miller

(206) 282-3182

A school-based project using native Northwest plants to attract birds. *Cathy Miller* is a certified facilitator, trained at the Department of Fish and Wildlife, who helps with wildlife landscaping, teacher workshops, and curriculum development.

Greenlake Elementary PTA

Molly Hashimoto

(206) 632-1494

Molly Hashimoto is one of the parents who helped with the native garden design, construction, and maintenance.

Partners In Public Education (PIPE)

Pat Kile, Program Director, Alliance for Education

(206) 389-7276

Businesses and agencies are matched with public schools. PIPE has supported a variety of school-based environmental projects, such as a drought-resistant garden at Denny Middle School. (PIPE is one of the programs of Alliance for Education.)

“Our vision is an ambitious one. It is a vision where all children in our schools do exceptionally well. It is a vision of schools as the hubs of a community, schools that serve to strengthen whole families, not just individual students. And it is a vision of a model that not only succeeds in a difficult, inner-city urban community, but is replicated elsewhere.”

To achieve these goals, Powerful Schools is providing teacher cross-training, developing benchmarks to measure student performance, hiring parents to work in the schools, keeping the schools open at night in an active community schools programs, and now is initiating an ambitious grassroots computer technology program.

Year One — Laying the Groundwork

An initial advisory board applied for a \$19,000 planning project award. That allowed time for careful planning and for building a solid groundwork in the community, and funded a half-time coordinator. Advisory board members expanded the initial core group by speaking with people door-to-door, approaching neighborhood associations, and finding representation from school staff and parents. In these conversations, they gathered initial information about people’s interest in a Powerful Schools organization.

Then they held a retreat (and hired a skilled facilitator) to develop a needs assessment form to find out their neighbors’ opinions about priorities for the community. The survey, translated into several languages, was distributed door-to-door and sent home with students.

They also announced a community meeting to gather information. Hundreds of people attended to express their opinions. The purpose of the interviews, meetings, and surveys was to learn what strengths people had to offer the community, as well as the needs facing the neighborhoods. People wanted evening and weekend classes in the local schools, after-school daycare and activities for children, safe neighborhoods, a sense of civic pride, and an opportunity to volunteer in their neighborhoods.

As a result of this initial information-gathering, they created the organization’s first tangible project to respond to the community. They started a community schools program. The program offered several

classes in each school, one night a week, in subjects such as tai chi, Spanish, harmonica, and computers-for-children. Interest was phenomenal — in less than 18 months they created schools open each weeknight until 9:00, offering classes to the entire community, taught by local residents. (Teaching expertise and interest were identified through surveys.) By spring 1992, 35 classes were offered. A catalog offers registration by mail. More than 800 residents have either taught or participated in one or more classes.

Year Two — The Pilot Project

With a year of base-building and information-gathering completed, the group successfully applied to the Neighborhood Matching Fund. Awarded \$63,000 for its pilot project, the group hired a full-time director and started to put the pieces in place.

The group established a format for its board of directors and continued to gain credibility in the community. The board consists of the principal and a staffperson from each of the four schools, two parents from each school, several representatives from neighborhood associations, and several at-large community members.

With the community schools project underway, the group tackled the community's second goal — to involve parents in improving the educational environment in the schools. The Board applied to The Bullitt Foundation. With the \$54,000 award, it hired 40 low-income parents of high-risk kids, at \$5 an hour, to work in all four schools. As a result, the behavior and attitudes of students improved, and parents gained confidence and esteem from participating.

Powerful Schools also gathers teachers from all four schools for “cross-training” sessions to share strengths and discuss ideas. The group explores what teachers perceive as barriers to quality education, and finds ways to address those problems. For example, teachers said they needed more training and preparation time so Powerful Schools raised \$20,000 to release teachers for certain trainings. At the same time, members were meeting with parents and getting their ideas through in-depth interviews. Both teachers and parents participate in improving the children's education.

Next Steps

Powerful Schools is now identifying the most effective ways to measure students' abilities — particularly the ability to problem-solve and to work successfully in groups. Too often school achievement tests measure a student's ability to memorize rather than a student's ability to think.

The Powerful Schools program is also starting a “grassroots technology project.” The project will use the strengths of children who are becoming computer literate to help the key adults in their lives become computer literate as well. Computer training will be offered and computers will be made available for home use.

Formula for Success

In less than three years, Powerful Schools has made a significant impact in Rainier Valley. Looking at the project from its inception reveals many things that people in the group did right.

They had strong, unanimous support from the four school principals.

They involved the community from Day One, throughout the planning process, and continue interviewing and soliciting opinions through surveys and public meetings.

They provide tangible ways for volunteers to become involved in the organization and to develop leadership skills: serving on the board, teaching at the community school, working in one of the four schools, serving as one of 40 block captains, distributing information and schedules.

They responded to community needs with specific programs. The community schools project, for example, was formed in response to survey results.

They ongoingly solicit input from teachers about their needs and ideas for improving education.

By listing and responding to community and school needs, they maintain their credibility.

They identify and emulate successful projects such as hiring low-income parents in the schools.

They carefully define goals for the year ahead, with regular board meetings and special retreats.

They receive rent-free office space in one of the schools, which keeps costs low and maintains visibility in the community.

They demand commitment from organizational members, requiring both time and financial commitments (\$500 for PTAs, schools, and other groups; \$25 for individual charter members).

They pay attention to public relations, generating media coverage and gaining public visibility.

They conduct new, visible events in the community, such as their annual “Night at the Rap” which showcases each of the four schools in an entertaining evening event and has raised as much as \$4,000.

*We are the Powerful Schools and we're here to say,
That tonight you'll feel the Power in every way.
Parents, and students, and teachers, Yo,
Are the sources of the powersurge to make it flow.*

The Powerful Schools Principals' Rap

As a result of their successes, their core operating budget has gone from \$19,000 (planning project award) to \$88,000 with an additional \$62,000 allocated for special projects. They have one full-time and one half-time paid staff person and a daily office volunteer. They keep costs low by relying on volunteers and on existing school and community agency staff.

Their steadily increasing budget is carefully tended, with a diverse base of foundation grants, organizational dues, private contributions, and income from special events. They don't rely on a single source such as the City or foundation grants.

Powerful Schools' impact extends far beyond Rainier Valley as well. The group is developing a national reputation among groups working in community-based school reform efforts. Members are asked to speak at local and national professional associations about their work. Powerful Schools was awarded the prestigious Golden Apple Award for excellence in education, cosponsored by KCTS TV and the Citizens Education Center.

Where Do You Start?

Your Core

Find a nucleus of 10 to 12 parents, teachers, and principals who are interested in developing a similar program for your area. Arrange an initial meeting at someone's home. Call Powerful Schools — someone from the board or staff will come and help in whatever way is needed.

Meetings

Call more meetings to define your interests, identify issues facing the community and the schools, think about your community's strengths and assets, and brainstorm possible activities and approaches.

The Players

Think about who else needs to be involved. Who are the key players in your community? Your organization will succeed if from the very beginning it is racially and economically diverse, including the

skills of people from local businesses, neighborhood associations, active churches, school leaders, and concerned parents.

An Organization of Organizations

Become not only an organization of individuals, but an organization of organizations. Look for individuals who represent constituencies and involve them early in the process.

The First Project

Find funds to support part-time staff to enable your group to initiate at least one project that will attract additional funding. Select a project based on initial neighborhood surveys and needs assessments then test out the initial project with the community. Powerful Schools kicked off their program with a small-scale community schools effort.

Base-Building

With more credibility and a project in place, raise more funds and conduct a more in-depth community assessment: interview groups and individuals. Consistently look to your community. Surveys and outreach efforts are empowerment tools in community organizing, and steadily build commitment to the organizations.

Responsiveness

Interpret the information you solicit and respond to the community with the programs and projects it wants.

Expansion

Take the next steps to put larger programs in place — programs that are highly visible, with concrete, achievable results. (Powerful Schools developed a brochure describing itself and distributed 1,500 door-to-door and by mail to everyone who had answered a survey, together with community schools catalogs and flyers from the schools' principals.)

Ongoing Funding

Plan your second year budget in your first year. Develop a diverse funding base. Require both a financial and a time commitment from your leaders and from organizations identified with your group.

Close Relations

Locate your office within a school — for both economic and political reasons.

Resources

Get help! Powerful School representatives are eager for their program to be emulated. They know that each community will tackle its unique issues in unique ways. You can learn what worked for them, and they can help direct you to other successful efforts around the country.

Resources

Powerful Schools

Greg Tuke, Director
P.O. Box 28060
Seattle WA 98118
(206) 722-5543

Stan Hiserman

Founding board member
(206) 725-1223

Powerful Schools — An Update

Nearly three years after the preceding chapter was written, as the 1995-96 school years starts, where is Power Schools as it begins its fifth year? In brief: Making great progress toward its goals.

Improve Student Performance for All Children

New Evaluation Tools

As part of its mission to create better, more comprehensive ways to assess student progress, Powerful Schools has begun to identify and implement uniform measures across all four of its schools. For the first time, measures of student performance will take into account other factors that bear heavily on children's academic success: parent involvement, parent satisfaction with the schools, community involvement, and overall community vitality. One school developed a new writing skills assessment tool, while another is doing the same with math assessment, using a computer-assisted program that helps link students who haven't mastered a skill with students who have. (Even using traditional measures such as California Achievement Test scores and daily attendance rates, student performance has steadily improved.)

Powerful Schools continues to develop other tools to assess its impact. In 1995 with donated assistance from a marketing firm, Powerful Schools completed a Community Survey. This random sample phone survey, along with a door-to-door questionnaire, helped it create a baseline measuring its impact on the community and on community perceptions of the schools. Powerful Schools created a survey to assess the level of parent satisfaction with its schools as well.

Powerful Buddies

Having a consistent caring adult in a child's life has an enormous impact on a child's positive social and academic progress. So the coalition created the Powerful Buddies program to pair children who could use another caring adult in their life with adults who commit to spending one hour each week with them helping to build competence and self-esteem. In the first year 35 buddies were matched with students; at the end of the year, teachers reported that the work of those students improved significantly. The program's goal is to increase the number of buddy pairs until every student has at least one caring adult actively engaged in his or her life and learning.

Teacher Training

Powerful Schools has experimented with a variety of approaches to teacher training to better equip its teachers who in turn plan teacher training for the year. The coalition capitalizes on its strengths by cross-training between its four schools rather than relying on outsiders and one-shot workshops. In the summer of 1995 Powerful Schools sent a team of its teachers to a three-week daily training workshop on how to more effectively teach hands-on science. Those teachers in turn will train teachers in all four schools.

Powerful Schools continues to hold its annual all-day staff development conference, bringing together teachers from the four schools to share expertise. The day is followed up with several in-service workshops, led by both its own teachers and outside resource people. Workshops have included topics such as Designing and Teaching an Ecologically-based Curriculum, Cooperative Learning and Computers, and Developing Science Skills in Elementary School Students. Powerful Schools emphasizes the sharing and expanding of the talents already at work in its four schools, and seeks to improve the overall skills of all of its teachers.

After-School Reading Club

A Reading Club was begun to provide tutoring for 1st-graders at all four schools who were having the most difficulty reading. Test results of the program's 20 students compared with those of a non-tutored control group showed the former outperforming the latter in key measures. The results provided a mid-point

evaluation in the three-year program. Statistical data and qualitative evaluations were used to determine how to make the program even more effective.

Partnerships

Developing effective long-term partnerships with community organizations continues to be key to Powerful Schools' success. Its partnership with KCTS-9 TV has helped students learn through a variety of technologies (computers, on-line communication, and TV production). Its partnership with the four major arts organizations in town brings state-of-the-art training to students who otherwise would miss out. Its partnerships with various businesses has led to teams of employees volunteering weekly as Powerful Buddies to students most at risk.

Strengthen the Community and Its Families by Making Schools a Central Hub

Community Schools

Powerful Schools continues to create more and better after-school and evening classes. Because it both expands and trims its class list in response to community input, more classes have filled and enrollment continues to grow. The classes have reached an increasingly representative ethnic and socioeconomic cross-section of the community. Families take advantage of available scholarships and the reduced tuition option offered to ensure that everyone can participate in Powerful Schools' learning opportunities. Rising enrollment means more families brought into the schools — many for the first time — while the community schools program moves closer to being self-sustaining.

Its community schools program now offers teacher training classes (with credit) on site, parent effectiveness training through classes like Family Science/Family Math, study skills classes to help prepare 4th- and 5th-graders for middle school, and scholarship and outreach efforts that ensure that Community School participants accurately reflect the community's racial diversity.

To ensure that Powerful Schools continues to improve its positive impact on both the community and the schools, it is developing the tools with which to systematically track and measure that impact.

National Outreach

Powerful Schools has been actively involved in founding the National Cross-City Campaign for Urban School reform. The national connection will strengthen the coalition's local efforts and keep it on the leading edge of school and community renewal.

Family Fun Nights

Family Fun Nights have become a dramatically successful part of Powerful Schools' community involvement strategy. In 1993-94 five Family Fun Nights focused on family education were presented at the four Powerful Schools, drawing strong attendance from a racially diverse mix of families (from 12 to 90 people attending each). When Family Fun Nights were included in the community schools catalog (with such themes as Creation Station and Just Say Yes to Drums), they had standing room only. Many attendees, sometimes the majority, had never before come to a family event at school.

Grassroots Technology Program

Powerful Schools realizes that to function successfully today, advanced technology skills may be as crucial as reading skills. It initiated the Grassroots Technology Program to give children — and their families — the chance to acquire those skills. Greater access to computer technology was provided by keeping the computer labs at all four schools open at least one night each week. The program used grant money to purchase additional hardware and software (including GED preparation, adult literacy, and ESL software for adults). Teachers were cross-trained to gain computer skills. Internet access (including Internet training for teachers) brought all four schools onto the Information Highway. Powerful Schools also provides entry-level job skills computer technology training to adults and provides, for those who successfully complete the class, a used computer to take home and keep!

Parent Involvement Incentive Program (PIIP)

Since it began in 1991, PIIP has hired 25 to 30 low-income parents each year to work in the schools in a variety of positions, from tutoring and serving as teachers aids to conducting data entry and analysis for the math assessment project. They also learn skills that have helped many find further employment at the end of the year.

Family Atmosphere Project

A graphic example of utilizing community resources to improve the schools, this project aimed to make the schools more “family friendly” — to make all families feel welcome. Professional photographers donated their time to take family portraits in the homes of kindergarten, 1st-, and 2nd-grade students at one of the schools. The photos were then mounted and displayed in the school’s main hallway, captioned by the children’s answers to the question “What’s special about your family?” Each family also received its own 8-by-10-inch copy free of charge. The next year more photographers were recruited to include the rest of the families at that school and expand to a second school.

Create a Successful, Cost-Effective Model of School Reform and Replicate It Elsewhere

Replication

Powerful Schools was awarded a three-year grant by the Meyer Memorial Trust to identify and begin working with a second Powerful Schools-type cluster. As part of the replication process, the coalition developed a comprehensive three-year plan (including a budget outline), and will provide an operations handbook to other schools wanting to learn from Powerful Schools’ experience. (The Powerful Schools handbook, 150 pages, provides detailed information on running each of the Powerful Schools programs, fundraising tips, and an appendix of sample forms. To order the handbook for \$19.95 plus shipping, call Powerful Schools at 722-5543.)

Sound Schools is the new coalition of six West Seattle schools and three community organizations selected from the Puget Sound area coalitions that applied. The affiliation provides the new coalition with \$30,000 in matching funds and with monthly consultation and technical support. An indirect benefit of soliciting community organizations and schools was that several other coalitions forged ahead on their own. Powerful Schools hopes to develop a regular means of communication and support to these other fledgling coalitions, and expects the relationship to provide mutual development.

Site Council Development

Another way to replicate the Powerful Schools model and assist others has been to help with a program to strengthen site councils in five schools throughout the district. The team of teachers, principals, parents, and community leaders work together and strategize for school and community improvement. The lessons gained can be used in developing site councils for individual schools.

Public Relations and Community Events

Powerful Schools has continued its highly visible Night at the Rap and begun the Powerful Schools Artwalk. The Night at the Rap, its annual talent show, draws over 700 people each year. At the first all-day Artwalk, over 1,200 outstanding pieces of student art were displayed in 45 local businesses and the coalition’s four schools. The arts became a permanent part of Powerful Schools’ focus when the coalition joined forces with four of Seattle’s major arts organizations (Seattle Art Museum, Seattle Children’s Theatre, the Seattle Symphony, and Pacific Northwest Ballet) to form the Powerful Arts Coalition. The goal is to develop comprehensive arts curricula over a period of four years so that children graduating from the 5th grade will be able to create, perform, and respond to visual art, drama, music, and dance.

Powerful Schools’ public relations campaign to inform the public about its undertakings and progress include monthly mentions in local newspapers, local TV coverage of some special programs, and inclusion in a video produced by the Washington Business Roundtable and distributed to every Washington school. Powerful Schools has received the statewide IPAC Community-Partnership Award and been featured on nationally televised broadcasts such as *Good Morning America*.

Sound Schools: An Affiliate of Powerful Schools

In 1994, Powerful Schools called for applications from coalitions of Puget Sound area schools to replicate the Powerful Schools model. With funding from the Meyer Memorial Trust, the coalition chosen would receive a \$10,000 matching grant in its first year and a \$20,000 matching grant the second year, with ongoing consultation from Powerful Schools. Six coalitions comprising over 60 schools and community organizations applied. From those six, Sound Schools was chosen. (Powerful Schools will stay in touch with the other five coalitions.) In addition to \$30,000 in matching grants and approximately four hours of monthly consultation, Sound Schools enjoys other benefits of affiliation: for example, Powerful Schools stays on the lookout for resources, such as a donated computer and printer, to send its way. The benefits are not all one-sided, though: Greg Tuke, Powerful Schools' Director, and Jan Adsit Shellgren, Sound Schools' Executive Director, agree that the learning happens both ways.

At the time of this writing in 1995, Sound Schools was still in the planning and initial implementation stages. But it had made a strong beginning.

Sound Schools is made up of six West Seattle and South Park schools — a high school, a middle school, three elementary schools, and an alternative school — with an enrollment of about 3,000 students. The coalition also includes the King County Organizing Project, South Park Community Center, and Southwest Family Center. Parents, students, and other community members are also involved. Like any effective school coalition, Sound Schools was careful to remain small enough to be manageable (that is, small enough to keep focused and moving forward), combine people outside as well as inside the schools, and have the support of its principals.

The coalition began with a small core group of people taking the lead to contact other principals and organizations, and set up a series of planning meetings. The schools that manage to organize, as Sound Schools has done and Powerful Schools before it, are not necessarily the strongest. "It's not that these are The Great Schools," explains Greg Tuke. "But these are the ones in which a few people create a spark and act as change agents. It may not be the principal, although the principal must be willing to delegate authority to the change agent — it may be a teacher, a parent volunteer coordinator, a parent, or some combination."

Sound Schools will operate on the principle that, as a coalition, its schools both compensate for each other's weak areas and also use each other's strengths to build themselves up. Each is committed to helping move forward those that are further behind. Commitment shows itself in tangible ways: each organization commits at least \$500 toward the next year's budget along with a specific time commitment of key leaders from the organization.

The coalition has established itself as a legal nonprofit entity. The founding board wrote and approved articles of incorporation and bylaws, hired an executive director, and elected an expanded board. The 16 board members elected officers, established working committees, approved a budget, and began the application process to be recognized as a 501(c)(3) corporation.

Goals

At a strategic planning retreat with an outside facilitator, the Sound Schools board developed and adopted vision and mission statements and laid out its initial action goals.

Vision

"With education as our city's top priority, schools will facilitate passionate learning and interaction between all people of all ages, building stronger families,

responsible citizens, and safe and healthy communities.”

Mission

Build understanding and appreciation for the rich diversity of our community.

Draw individuals, agencies, businesses, and schools together to strengthen our feelings of community safety, pride, and respect.

Identify and share resources to build world-class schools, create community accountability for our schools, and enable and encourage lifelong learning.

“We accomplish together what we can’t do by ourselves!”

Goals for 1995-96

Make school facilities available after hours.

Develop a common thread of literacy and competency which links children and adults through learning.

To accomplish these goals, Sound Schools will:

Introduce a program centering on themes of pride and respect in each school.

Develop the concept of an international school at the coalition’s high school.

To achieve its overall mission, Sound Schools will focus on three areas. First, it will offer an inclusive community school program called Everybody’s Schoolhouse. The program will provide a safe place for children, youth, and adults to be and learn after school, in the evening, and on weekends. A “Time for Dollars” registration option is being explored as a way to enable volunteers to serve in exchange for tuition.

Second, Sound Schools will focus on the many aspects of literacy. A primary objective is to develop a center for international transportation and telecommunication study at its member high school. That program’s planning phase received an early boost with a special programs grant from King County. (The grant will also help fund Everybody’s Schoolhouse.) During the directors’ initial consultation, Tuke advised Shellgren, “You will be known by the first thing that you do.” Taking that to heart, Sound Schools made sure its first community action centered on academic achievement. In support of the Seattle Public Schools reading initiative, the coalition established a fund, Books for Sound Schools, to purchase books for its six schools’ libraries and has started a book drive in its community.

Third, King County Organizing Project, a grassroots organizing and community activism organization, will offer leadership training for parents and community members in two or three of the coalition’s schools. It received funding for this project independent of Sound Schools but has begun collaborating with other members of the coalition to create a similar leadership training program.

As the coalition’s planned objectives and strategies continue to evolve, two steps remain constant in every year’s projected timeline. The first is “Seek other sources of financial support.” The second is “Evaluate, monitor, and celebrate progress.” These are tasks that are never done.

Everybody’s Schoolhouse Summit

The Everybody’s Schoolhouse Summit in November 1995 allowed Sound Schools to share its vision for a broadly-based community schools program and to hear from community members.

The Summit provided an opportunity for open dialog among parents, students, staff, community members, business leaders, and community agencies. (It was open to all families and community members, whether or not they live near or attend one of the coalition's six schools.) Over 250 Summit participants shared their perspectives on the strengths and needs of the after-school activities currently offered to children, youth, and adults in the community. From the Summit, Sound Schools heard the community's ideas about how to overcome barriers in providing inter-generational role models in after-school and evening classes, and about where to focus those classes. At the Summit, people also talked about the community's broader educational needs.

As part of the process of implementing the Summit, Sound Schools:

- Developed an agenda.

- Developed a process for gathering input from Summit participants.

- Developed a process for evaluating information that would be gathered at the Summit.

- Determined how the information gathered would be communicated to the whole community.

- Identified necessary resources (such as planning time, planning team, location, publicity, materials, translated materials, translators, refreshments).

Within a month after the Everybody's Schoolhouse Summit, Sound Schools will evaluate its outcome and, in two to three months, disseminate those results.

A Few Ideas

The schools that make up the Sound Schools coalition already offer a variety of innovative and effective programs to students and the community. Part of what will be new is that a strong program in one school will benefit all six schools as well as the larger community. Each school will be able to specialize, leaving the others with more time, space, and money to explore other areas and activities. Likewise, the physical resource of one school becomes a resource for all, whether it is a gym, an auto shop, a kitchen, or a meeting room.

Plans are underway to begin to implement some new programs as well, such as offering the schools' libraries as Neighborhood Reading Rooms and expanding on the Saturday Storytime now offered in one of the buildings. Neighborhood Reading Rooms will be places where students, youth, and adults can read, research, and do homework in a quiet, safe atmosphere.

A New Vision

As exchange of resources and mutual trust mark the relationship between Powerful Schools and Sound Schools, so they mark the relationship between the six schools within the Sound Schools coalition. Each school is looking out for the others' success. This is a new way for schools to relate to one another — a systemic change in how public schools work.

Similarly, exchange of resources and mutual trust will mark a new relationship between schools and the community. Community members will be likelier to pass levies and bonds to fund schools if they have access to school resources. In the vision of Sound Schools, Everybody's Schoolhouse will indeed belong to everybody in the community. The community schools program will help create social change and academic excellence, increasing the community's sense of responsibility along with its sense of pride.

Resources

Sound Schools

Jan Adsit Shellgren, Executive Director
5950 Delridge Way SW
Seattle WA 98106
(206) 767-4989

Irene Stewart
Founding board member
(206) 932-7129

Claudia Allan
Founding board member
Principal, Concord Elementary School
723 S Concord St.
Seattle WA 98108
(206) 281-6320

Some Other Ideas

What's needed to improve *your* neighborhood?

This booklet presents a few projects that have been successfully implemented with the help of the Neighborhood Matching Fund. It may give you some ideas to apply to your own community. With a combination of creativity and imagination, discussions with local teachers and principals and parents, some basic research, and some volunteer energy, your group can make a tremendous impact in your neighborhood. Here are a few other ideas.

Other Neighborhood Matching Fund Projects

These projects have been funded in Seattle by the Department of Neighborhoods. If you want to learn more, contact the Department and ask to review the proposal applications or ask for names of project leaders.

Rainier Beach Learning Center

This computerized learning center targeted academically at-risk students, bilingual students, students needing special tutoring or needing to make up credits, and ex-students working on their GED.

Graham Hill Community School

This project's Neighbors Meeting Neighbors program sought to provide the larger community with education, family recreation, and networking opportunities.

Homework Center

A Homework Center was set up for students at Leschi Elementary as an early intervention program for high-risk students.

Eastlake/TOPS (The Options Program at Seward)

This project created a partnership to link several educational programs housed in a local school building.

Community School Project

Intergenerational and Outreach Program

This program involves senior citizens with school children through the Lawton Neighborhood SPICE (School Programs Involving Community Elders) program.

Neighborhood School Youth Program

This program creates professionally managed before- and after-school programs using school facilities.

Other Project Ideas

These are other programs that have been discussed or attempted in Seattle. They might be successful in your community.

Parenting Skill Enrichment

Develop programs to enrich parenting skills for teenage parents in the schools.

Performance Hall or Multi-Use Building

Plan and construct a performance hall or multi-use building on school grounds, for both school and community use.

Saturday Morning Academy

Set up an after-school and Saturday morning academy to stress basic skills development for middle school students.

Renovated Building

Improve or renovate your school building to be more accessible to the community. The Neighborhood Matching Fund has been used to paint a landmark school building that was badly in need of repair, purchase a scoreboard so that athletic fields could be used by local teams, provide furniture and coffee machines for public meeting rooms in schools, install lighting to make a school building safe for evening use.

Sister-School Relationship

Form a sister-school relationship with another country. A Queen Anne elementary school designed an Asian Scholars Garden dedicated to its sister school in China.

Another City's Projects

The Chicago School District recently implemented significant community-based school reforms. Here are a few projects underway that you might want to replicate.

Algebra Project

The Algebra Project was designed and led nationally by Robert Moses to ready inner-city middle graders for college. Initiated by two community groups; now working in 19 schools. For more information, call *Cleeta Ryals*, The Algebra Project, (312) 427-8999. [There is also an Algebra Project in Los Angeles — for more information, call *Judith Day*, (213) 343-5173.]

UNO of Chicago

This community organization in the Latino community built relationships among six schools in the Mexican immigrant community. The schools conduct many activities together, including a Saturday school for kids whose parents are taking naturalization classes. For more information, call *Danny Solis*, UNO President, (312) 432-6301.

Orr School Network

With its elementary “feeder schools,” the Orr School Network developed a strong partnership with Bank of America. Their relationship goes well beyond an “adopt-a-school” model. For more information, call *Julie Chavez*, Bank of America, (312) 923-5111.

Heffernan School

This all African American school is in a low-income neighborhood. Parents on the local site council made connections with a local hospital and construction company. Together they constructed a state-of-the-art science lab and curriculum. For more information, call *Denise Little*, principal, (312) 534-6192.

The Sky's the Limit!

Brainstorm other ideas. Base your ideas on the skills and interests of people in your community. Base your ideas on the needs of your local schools.

Libraries

Contact your local young adult or children's librarian at your public library to discuss possible joint programs in the schools. They're eager to help match up curriculum projects, homework assistance, reading and tutoring programs, health education, and training in new technologies. You may be able to start programs connecting schools with libraries through computer networks. Libraries can be great public sources for developing multicultural programs for both schools and communities.

Health Centers

Many public health programs focus on public housing communities, yet school age students are especially in need of health information and programs.

Books for Kids

Many children grow up in homes without books. A project through the schools and community groups could provide books and reading programs to preschool kids via the older brothers and sisters in school.

Preschool Learning Programs

Think about ways to connect with community and preschool programs to give very young children increased educational opportunities.

Intergenerational Programs

Approach senior centers, nursing homes, or SPICE (School Programs Involving Community Elders) programs in your community to make connections between children and older people. Establish tutoring and reading programs.

Peer Tutoring

Set up a tutoring or mentoring program between your local high school and the younger middle school or elementary students.

Career Programs

Help middle school and high school students think about their futures, with field trips and guest speakers offering career options. Provide mentors and role models to open up possibilities.

Community Centers

Explore ways to make the most of these vital centers of family life in your community.

Kids with Disabilities

Teach children at an early age how to contribute their talents to their community. Create programs in which school children can work with children who have disabilities.

Closed Buildings

Organize support to refurbish a local abandoned school building to house a variety of community programs.

Art Programs

Many schools have artists in residence who serve as a catalyst for public art projects between schools and communities, resulting in public murals, tile projects, dance festivals, multicultural events. See the "Public Art Projects" and "Celebrating Cultural Heritage" booklets in the Help Yourself! series.

Volunteer Opportunities

Set up a community volunteer program for students. Students can learn the benefits of public service through volunteering for local food programs, daycare centers, reading programs for the blind, homeless shelters, and hospitals.

Cultural Diversity Partnering

Team up with another Seattle school, one that “looks different than” yours, for joint recreation and learning opportunities.

Environmental Projects

Many governmental agencies and nonprofit organizations are eager to help students learn about protecting the earth. Students can adopt local streams or parks. See the “Environmental Projects” booklet in the Help Yourself! series.

General Resources

Community Education

Graham Hill Community School

Missy Armstrong

(206) 725-3322

Offers a publications list of resources for community education programs.

Nathan Hale Community Night School

Tom Brook

(206) 365-0280

Has successfully coordinated a community school program in northeast Seattle since 1972.

Washington State Community Education Association

Center for Community Education

Washington State University

311 Hulbert Hall

Pullman WA 99164

Jerry Newman

(509) 335-2800

Offers a packet of information about starting and implementing a community education program.

National Community Education Association

3929 Old Lee Hwy., Ste. 91-A

Fairfax VA 22030

(703) 359-8973

This national coordinating body for community schools provides a publications list of available information.

Portland Community Schools

1120 SW 5th Ave., #1302

Portland OR 97204

Lisa Thomas Turpel

(503) 823-2223

Provides a packet of information about its current programs and developmental history. The program is located within Portland Parks and Recreation, with a staff liaison to the School District. Each of the 11 participating schools has a full-time paid coordinator.

Fundraising Assistance

Training Workshops

Department of Neighborhoods

(206) 684-0464

Held in several communities each year, these workshops help you develop your fundraising skills to raise the match required for the Neighborhood Matching Fund.

Pacific Northwest Grantmakers Forum

1305 4th Ave., Ste. 214
Seattle WA 98101
(206) 624-9899

The Forum's directory describes the funding guidelines of this professional association's member organizations. Included are private foundations and corporate contributions programs serving the Pacific Northwest. It is updated regularly. The 1994-95 edition costs \$35 plus tax, postage, and handling.

Powerful Schools Community Schools

(206) 722-5543

Evening classes on grassroots fundraising are often provided for a small fee, taught by professional fundraisers. Powerful Schools also offers a 150-page handbook with fundraising tips (along with detailed information on running its programs and an appendix of sample forms) for \$19.95 plus shipping.

Grassroots Fundraising Journal

P.O. Box 11607
Berkeley CA 94701
(718) 768-3403

A practical how-to journal. \$25 a year for six issues.

Fundraising for Social Change

By Kim Klein
Chardon Press
P.O. Box 101
Inverness CA 94937

One of the best single sources available, addressing a wide range of fundraising strategies and approaches. \$20.

Charitable Trust Directory

Secretary of State's Office
Charitable Trust Division
P.O. Box 40234
Olympia WA 98504-0234
1-800-332-4483

Lists and describes hundreds of private and family foundations registered in Washington. Many of these funding sources are not listed elsewhere. \$20.

Local Nonprofit Organizations

Touchstones

6721 51st Ave. S
Seattle WA 98118
(206) 721-0867

Community-centered program for at-risk elementary school kids and their families. Coordinates efforts of social service providers.

Success by Six

1914 N 34th St., Ste. 400
Seattle WA 98103-9058
(206) 685-7613

Program associated with Washington Kids Count, to help preschool age children.

Cities in Schools

1326 5th Ave., Ste. 808
Seattle WA 98154

(206) 461-8313

Coordinates delivery of social services in school settings. Variety of other educational programs.

Parents for Student Success

P.O. Box 28787

Seattle WA 98118

(206) 722-8743

Grassroots project centered in African American community — promoting parent advocacy and parent participation in schools.

Books for Kids

(206) 461-8345

Provides new books for low-income children. Focuses on children from birth to age nine.

Partners In Public Education (PIPE)

Pat Kile, Program Director, Alliance for Education

(206) 389-7276

Matches businesses and agencies with public schools. Employees provide expertise and assistance as needed. (PIPE is one of the programs of Alliance for Education.)

Washington Alliance Concerned with

School-Age Parents

172 20th Ave.

Seattle WA 98122

(206) 323-3926

Coordinates services for pregnant teens and parenting teens.

Children's Alliance

172 20th Ave.

Seattle WA 98122

(206) 324-0340

Coalition of wide range of children's service organizations throughout Washington. Presses legislature to address children's needs.

Alliance for Education

Pat Kile, Program Director

(206) 389-7276

An alliance of three programs: PIPE (Partners In Public Education), Seattle Alliance for Education, and Seattle School Fund for Excellence.

Articles

**"A Primer for a School's Participation in the
Development of Its Local Community"**

Chicago Innovations Forum

Center for Urban Affairs and Policy Research

Northwestern University

2040 Sheridan Rd.

Evanston IL 60208

Twelve-page booklet discussing ways that schools can serve as public resources in partnership with communities. Describes 31 projects as concrete examples.

Readers' Guide Directories

Various subject headings (start with "Education" or "Public Schools") in *The Readers' Guide to Periodical Literature* will direct you to related articles in magazines and journals. Key educational journals include *Phi Delta Kappan* and *Education Digest* — both are available at the downtown Seattle Public Library in the second-floor publications department.

Examples:

“Beyond Parents: Family, Community and School Involvement,” *Phi Delta Kappan*, September 1992, pp. 72-80.

“Community Organizations as Family: Endeavors That Engage and Support Adolescents,” *Phi Delta Kappan*, April 1991, pp. 623-27.

“How Do We Improve Programs for Parent Involvement?,” *Educational Horizons*, Jan. 1988, pp. 58-59.

“A Tale of Two Schools,” *The Nation*, September 21, 1992, pp. 282-92

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